

Quality Improvement System Roles and Responsibilities

One of the goals of the Quality Improvement System is to improve quality of early care and education settings in a way that is coordinated, statewide, cost effective, outcomes driven, and appropriate for all settings (home-, center-, and school-based care). This design represents a shift away from piecemeal contracts, pilot initiatives, and uncoordinated efforts to small subgroups of programs. With unified responsibility in the Office of Early Childhood and consolidated funding, the OEC is poised to help more programs meet funding and regulatory requirements for quality.

The implementation of a statewide Quality Improvement System, has required the OEC to shift funds from several small contracts into a few consolidated contracts to ensure alignment, increase efficiency and coordination, and reduce the administrative burden. Additionally, the OEC is shifting funds from materials development to *implementation* that will result in a greater number of programs receiving quality support from the state, even with budget cuts.

The following outline of roles and responsibilities of different parties will allow state agency staff to have additional capacity for systems management: policy setting, partnership development, strategy setting, and quality monitoring. It will shift operational responsibilities to partners with strong operational expertise to meet our policy goals as they evolve over time.

- A. **Office of Early Childhood:** Set policy and monitor implementation.
- B. **United Way:** Carry out operations required to deliver and track quality improvement support to programs, including subcontracting.
- C. **University and National Partners:** Conduct performance monitoring and evaluation, help identify best practices and materials.

A) Office of Early Childhood Roles and Responsibilities

1. **Develop Policy, Allocate Funding, Propose Legislative Changes:** Set consistent goals/outcomes for high needs populations that are reflected across all structures, content, and settings as well as for collaborations and professional development.
2. **Set Policy and Monitor Quality Improvement System Eligibility for Settings:** Develop eligibility process to determine what programs have first access for support. Includes development of approval rubric and appeals process.
3. **Set Policy and Monitor Approval System for Coaches, Trainers and Coaches:** Develop approval process, structure, approval rubric, and parameters and run appeals process.
4. **Set policy and monitor Quality Improvement System Toolbox Development and Models for Quality Improvement Support:** Manage final approval for system components.
 - a. Set standards,
 - b. determine progress measures,
 - c. approve national accreditation bodies,
 - d. determine required qualifications
 - e. approve toolbox materials,
 - f. approve quality improvement models,
 - g. determine incentive structure.

5. **Build collaborations:** between agencies to coordinate delivery and pool funding for quality improvement (consultations), with national experts and local partners
6. **Manage Advisory Structure:** ie. Continuous Quality Improvement/Quality Assurance System to assist in implementation and operation (also AFP advisory)
7. **Develop, monitor, and administer contracts** including
 - a. QIS Contractor
 - b. Performance Monitoring, research, validation, and evaluation contract(s)
 - c. PR Contract
 - d. Technology contract(s)
8. **Communicate** about Quality Improvement System and development process

B) United Way Roles and Responsibilities

1. **Provide Quality Improvement Support (training, coaching, technical assistance, etc.)**
 - a. Deliver OEC-approved training, coaching, and technical assistance that supports programs to meet OEC goals using approved staff/contractors either through subcontracting or direct hires
 - b. Maintain central list of settings, their eligibility for support, and their participation. Recruit settings to participate in Quality Improvement System as necessary.
 - c. Develop program Quality Improvement plans for participating settings
 - d. Build learning communities of practice (networks) particularly for family home based care providers
 - e. Monitor and track delivery of quality improvement support (fidelity, performance, etc.)
 - f. Process financial incentive eligibility and payments
2. **Provide Information and Support for the larger Early Care and Education community, including settings and key partners and stakeholders**
 - a. Secure physical space for gatherings/trainings/materials
 - b. Provide administrative support to the OEC to conduct fingerprinting, as required
3. **Recruit, Approve, Track, and Support Coaches, Trainers and Consultants**
 - a. Recruit coaches, trainers and consultants
 - b. Register and maintain list of coaches, trainers and consultants, and maintain central list accessible to public using approval process and rubric designed by OEC.
 - c. Support coaches, trainers and consultants
 - i. Provide and track professional development for coaches, trainers and consultants on topics including:
 1. An orientation to QIS system, CQI process, and staff roles
 2. Content for Settings (OEC approved tools and technical assistance approaches such as relationship based technical assistance)
 3. Self-assessments of their own knowledge, skills, and development
 - ii. Build learning and practice communities of consultants support cross training and coordination
 - iii. Support the work of coaches, trainers and consultants (ie. provide reflective practice, provide case management support, create a network of consultants, help programs learn to use consultants)

- iv. Guide coaches, trainers and consultants through professional development pathways.
- 4. **Communicate QIS system and services to Early Care and Education community:** Act as central information hub for settings, Quality Improvement Specialists, and local quality improvement support delivery partners
 - a. Maintain and promote website
 - b. Provide phone access for information
 - c. Distribute materials
 - d. Develop local relationships (attend collaborative meetings, develop key partnerships, etc.)
- 5. **Participate in system governance through the central advisory structure**
 - a. Help identify existing technical assistance capacity and future needs
 - b. Provide feedback on policies, procedures, and materials
 - c. Participate in determining materials used

C) University and National Partners

- 1. Work closely with OEC staff to research, select, or develop materials to support quality improvement activities including (curricula, models of adult learning, guidance, samples, self-assessment tools, toolkits, templates, professional development trainings, Core Knowledge and Competencies, quality improvement plan/action plan template, etc.)
- 2. Conduct performance measurement and monitoring
- 3. Evaluate system implementation and outcomes (performance monitoring, research, validation, and evaluation)